DOCUMENT RESUME

ED 072 460 24 CS 200 355

TITLE	Writing Objectives for 1973-74 Assessment.
INSTITUTION	Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS AGENCY	National Center for Educational Statistics (DHEW/OE), Washington, D.C.
BUREAU NO	BR-8-0771
PUB DATE	72
GRANT	OEG-0-9-080771-2468
NOTE	36p.
AVAILABLE FROM	National Assessment Office, Lincoln Tower, 1860 Lincoln Street, Denver, Colo. 80203 ($1.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Composition (Literary); *Composition Skills (Literary); *Educational Objectives; *National Competency Tests; *National Surveys; *Writing Skills
IDENTIFIERS	*National Assessment of Educational Progress

ABSTRACT

This booklet presents the objectives prepared for the National Assessment of Educational Progress's reassessment of writing. The three main writing objectives were: (1) Demonstrates ability in writing to reveal personal feelings and ideas; (2) Demonstrates ability to write in response to a wide range of societal demands and obligations; and (3) Indicates the importance attached to writing skills. Discussions and examples of the way in which the objectives apply to each of the four test groups (age 9, age 13, age 17, and adult) are included. The revised educational objectives are accompanied by a summary of the history and goals of the National Assessment, the procedures used to develop the revised writing objectives, and several appendixes listing the names of those who reviewed the 1965 Writing Objectives, the members of the Writing Objectives Revision Panel, the members of the Lay Review Conference, those who reviewed the Revised Writing Objectives, and those who provided a supplementary review of the Revised Writing Objectives. (DD)

ED 072460

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

National Assessment of Educational Progress

WRITING OBJECTIVES
FOR
1973-74 ASSESSMENT

National Assessment of Educational Progress
Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

A Project of The Education Commission of the States

CS 200 355

TABLE OF CONTENTS

PREFACE

Chapter I. INTRODUCTION 1

Chapter II. PROCEDURES FOR DEVELOPING REVISED WRITING OBJECTIVES 5

Chapter III. REVISED WRITING OBJECTIVES 9

An Outline 9

A General Description 9

A Detailed Description 12

Chapter IV. APPENDICES

A. Mail Review of 1965 Writing Objectives 27

B. Writing Objectives Revision Panel 29

C. Lay Review Conference, Revised Citizenship, Science, and Writing Objectives 30

D. Mail Review of Revised Writing Objectives 32

E. Supplementary Review of Revised Writing Objectives 33

This publication was prepared pursuant to Grant No. OEG-0-9-080771-2468 with the National Center for Educational Statistics, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

National Assessment of Educational Progress, 1972
Library of Congress Catalog Card Number 72-93042

Single Copies $1.00
Orders of 10 or more, 20% discount

National Assessment Office
Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

PREFACE

The results released to the public by National Assessment in July 1970, marked the initial reporting based on the first year's assessment of 9-, 13-, and 17-year-olds and young adults between the ages of 26 and 35. National Assessment is now under full-scale operation, and reports will be made continuously as the project collects data describing the knowledge, skills, and attitudes attained by groups of young Americans.

The periodic release of results by National Assessment represents only one aspect of the project. Behind each report lies a complex series of activities that has been completed through the cooperation and participation of many specialists representing a wide variety of disciplines and a number of organizations specifically equipped to handle various operations. From developing educational objectives for a subject area to producing exercises that assess how well those objectives are being met, from constructing a broad and representative sample design to locating individuals in homes and schools throughout the nation for the assessment, from processing the mountains of data collected to finding meaningful ways in which the information can be presented — countless individuals have completed innumerable tasks before reports are ready for public release.

Nor are the reports that will be released in the next several years — when assessment in each of the 10 subject areas will be completed — in themselves the end result of the project. One of National Assessment's main purposes is to compare the educational attainments of groups of young Americans over time. An important use of the first data gathered for each subject area, therefore, is to provide benchmarks against which the results of subsequent reassessments may be compared to determine progress or decline.

The objectives in this booklet are those prepared for the reassessment in the area of Writing. These revised educational objectives for Writing are presented along with a summary of the history and goals of National Assessment. While the Writing objectives are only one part of the overall project, they are a vital part. The careful attention given to their development and refinement is typical of efforts made in carrying out other National Assessment activities. The project is an evolving one, and each activity is subject to continuous reexamination and refinement as National Assessment attempts to provide all those interested in what young people are learning with valuable information on the outputs of the American educational system.

Chapter I
INTRODUCTION

The National Assessment is designed to furnish information to all those interested in American education regarding the educational achievements of our children, youth, and young adults, indicating both the progress we are making and the problems we face. This kind of information is necessary if intelligent decisions are to be made regarding the allocation of resources for educational purposes.

In the summer of 1963 the idea of developing an educational census of this sort was proposed in a meeting of laymen and professional educators concerned with the strengthening of American education. The idea was discussed further in two conferences held in the winter of 1963-64, and a rough plan emerged. The Carnegie Corporation of New York, a private foundation, granted the funds to get started and appointed the Exploratory Committee on Assessing the Progress of Education (ECAPE). The Committee's assignment was to confer at greater length with teachers, administrators, school board members, and other laymen deeply interested in education to get advice on ways in which such a project could be designed and conducted to be constructively helpful to the schools and to avoid possible injuries. The Committee was also charged with the responsibility for getting assessment instruments constructed and tried out and for developing a detailed plan for the conduct of the assessment. These tasks required four years to complete. On July 1, 1968, the Exploratory Committee issued its final report and turned over the assessment instruments and the plan that had been developed to the Committee on Assessing the Progress of Education (CAPE), which was responsible for the national assessment that began in February of 1969. In July 1969, governance of the project was assumed by the Education Commission of the States, a compact of 44 states and territories whose purpose is to discuss and coordinate educational problems and activities.

In the early conferences, teachers, administrators, and laymen all emphasized the need to assess the progress of children and youth in the several fields of instruction, not limiting the appraisal to the 3 Rs alone. Hence, the first assessment includes 10 areas: Art, Career and Occupational Development (originally called Vocational Education), Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. Others areas may be added in the future. The funds available were not sufficient to develop assessment instruments in all fields of American education. The 10

chosen for the first round are quite varied and will furnish information about a considerable breadth of educational achievements.

Because the purpose of the assessment is to provide helpful information about the progress of education that can be understood and accepted by laymen as well as professional educators, some new procedures were followed in constructing the assessment instruments that are not commonly employed in test building.

These procedures are perhaps most evident and important in the formulation of the educational objectives which govern the direction of the assessment in a given subject matter area. Objectives define a set of goals which are agreed upon as desirable directions in the education of children. For National Assessment, goals must be acceptable to three important groups of people. First, they must be considered important by scholars in the discipline of a given subject area. Second, objectives should be acceptable to most educators and be considered desirable teaching goals in most schools. Finally, and perhaps most uniquely, National Assessment objectives must be considered desirable by thoughtful lay citizens. Parents and others interested in education should agree that an objective is important for youth of the country to know and that it is of value in modern life.

This careful attention to the identification of objectives should help to minimize the criticism frequently encountered with current tests in which some item is attacked by the scholar as representing shoddy scholarship, or criticized by school people as something not in the curriculum, or challenged by laymen as being unimportant or technical trivia.

National Assessment objectives must also be a clear guide to the actual development of assessment exercises. Thus, most assessment objectives are stated in such a way that an observable behavior is described. For example, one Citizenship objective for 17-year-olds is that the individual will recognize instances of the proper exercise or denial of constitutional rights and liberties, including the due process of law. Translated into exercise form, this objective could be presented as an account of press censorship or police interference with a peaceful public protest. Ideally, then, the individual completing the exercise would correctly recognize these examples as denials of constitutional rights. It should be noted, however, that exercises are not intended to describe standards which all children are or should be achieving; rather, they are offered simply as a means to estimate what proportion of our population exhibits the generally desirable behaviors implicit in the objectives.

The original objectives in Writing were developed in 1965, and were employed in the 1969-70 initial assessment in Writing. In preparation for the second cycle of Writing assessment, a review and revision of the objectives was initiated in 1969. The procedures employed in the redevelopment of objectives, and the revised Writing objectives resulting from this process, are described in the following sections.

Chapter II

PROCEDURES FOR DEVELOPING REVISED WRITING OBJECTIVES

The Writing objectives for the cycle 1 assessment were developed by the Educational Testing Service (ETS) of Princeton, New Jersey in 1965. The objectives were reviewed by a writing panel selected by ETS and by lay panels convened in various areas of the Exploratory Committee on Assessing Progress in Education. These objectives were then used to generate the exercises which comprised the Writing assessment administered in 1969-70. While data from the cycle 1 assessment were being gathered and analyzed, the redevelopment process for cycle 2 was begun.

The task of redeveloping objectives for the cycle 2 assessment of Writing was awarded to the Educational Testing Service in June, 1969. Prior to the redevelopment, recommendations from previous lay panels and from a mail review were considered. The lay panels reviewing the cycle 1 objectives in 1965 had stressed that measures of mechanical correctness should be included in the objectives and had also urged that creative or personal writing as well as expository writing be a part of the assessment.

A mail review of the 1965 Writing objectives was conducted in the summer of 1969. The mail reviewers included educational researchers, educators in the area of writing, members of local and state boards of education, PTA officers, housewives, parents, businessmen, and others involved in education and community service.[1] These reviewers, in general, approved of the existing objectives but felt that a change in emphasis and organization was needed to reflect current trends in the teaching of writing. In accord with the lay panels, the mail reviewers emphasized that mechanics usage should be assessed and reported. They were also concerned that some examples given in the 1965 objectives might reflect a middle class bias. Although the mail reviewers agreed that appreciation of the value of writing was an important objective and a valid goal for educators, they had doubts as to whether achievement of this objective could be successfully measured.

Revision of Objectives

A conference to revise the objectives which included writing specialists, educators and concerned lay citizens was convened by

[1]Participants in the mail review are listed in Appendix A.

ETS in July 1969.[2] Three criteria were used in establishing objectives for National Assessment. Goals must be those that 1) scholars in the field consider worthwhile, 2) schools are currently seeking to attain and 3) thoughtful laymen consider of value in modern life and important for youth to know. Conference participants viewed the cycle 1 Writing objectives as rather formal and constrictive, making inadequate provision for assessing latent writing ability in persons not often called upon to write. The examples of writing tasks presented in the objectives seemed more directed toward the skills of the American middle class, neglecting tasks that might be more relevant to urban, minority, and less-privileged groups.

The panel argued that to assess writing separately from reading, speaking, and listening was to ignore the findings of current scholarship, research, and professional opinion. It was decided that while NAEP will continue for the time being, to assess writing as a separate area, a statement will be included in the cycle 2 objectives recognizing the interrelation and interdependence of communication skills.

Although writing ability is often judged on the basis of mechanical correctness, such as spelling, grammar, punctuation, etc., the panel felt that mechanical correctness should not be the sole criterion for evaluating a piece of writing. The expression of the individual writer's voice was given priority in the cycle 2 objectives.

The major objectives outlined by the panel were as follows: 1) to demonstrate ability in writing to reveal personal feelings and ideas; 2) to demonstrate the ability to write in response to a wide range of societal demands and obligations; and 3) to appreciate the value of writing. Following this conference, ETS developed descriptions of the objectives with suggestions for exercise tasks.

Lay Review

Several panels of lay persons were invited to Ann Arbor, Michigan in September 1969 to review objectives for Citizenship, Science, and Writing. The panel included a state legislator, lawyers, PTA members, school board members, students, businessmen, and housewives.[3] The greatest single concern of these reviewers in the area of Writing was that there was not enough specific attention to "technical skills" such as grammar and punctuation. They agreed that communication was the most important aspect of writing but were concerned about public reaction should the technical skills be overlooked. Although it would be impossible and indeed undesirable

[2]The members of the panel to revise the objectives are listed in Appendix B.
[3]The members of the lay review panel are listed in Appendix C.

to establish standards for mechanics, as the amount of "correctness" necessary for effective communication varies according to the situation, the reviewers felt that "correctness" should be included in the objectives to indicate that it will be evaluated.

The group felt that the objectives should be made more explicit, so that any confusion over points implied but not stated in the objectives would be eliminated. Elaboration of subobjectives was seen as particularly necessary in sections emphasizing technical skills. While agreeing with the intent of objective III, involving appreciation of writing, reviewers questioned whether methods of assessing this objective existed or could be developed.

Final Mail Reviews

ETS again revised the objectives, taking into consideration the concerns raised by the lay panel. More detailed descriptive statements for objectives and subobjectives were developed and sample tasks and responses described. "Correctness" in writing was included in objective II.

The revised objectives were then mailed to seven consultants for review.[4] No substantive changes were recommended; however, some editorial modifications were made in objective III. The reviewers were, in the main, pleased with the revised Writing objectives and felt that they accurately reflected concerns of educators, subject matter specialists and lay persons.

After the recommended changes were incorporated, the objectives were reviewed by members of the NAEP staff. Questions were raised regarding the taxonomy of the objectives. One staff member felt that the mode of discourse variable (i.e., expository, argumentative, etc.) was inadequately represented and that the objectives focused upon the writer, lacking consideration of the audience for which the writing was intended. The use of specific topics for free response essays was also questioned, as it was feared that this might create a middle class bias. Five reviewers considered the revised Writing objectives in light of the concerns raised above in a supplementary mail review.[5] The reviewers agreed that some further editorial changes were in order but did not feel that changes in taxonomy, giving additional emphasis to the speaker-audience relationship and the mode of discourse employed, were necessary. They also expressed the opinion that the assignment of specific topics does not necessarily benefit the middle class child.

[4]Participants in the mail review are listed in Appendix D.

[5]Participants in the supplementary mail review are listed in Appendix E.

The Revised Writing Objectives

Many persons were involved in the development and review of the revised Writing objectives. The finished objectives do not necessarily reflect the individual views of everyone participating in the review process; however, they do represent as nearly as possible the consensus of opinion obtained from the review groups.

The revised Writing objectives provide the basis for developing exercises for the cycle 2 Writing assessment. However, the work of developing Writing objectives is not completed, for as the goals of American education change, so must the objectives used by National Assessment. Review of the objectives by concerned laymen, scholars, and educators as a first step in every assessment cycle will help to assure that the objectives are attuned to goals which our society values.

Chapter III

REVISED WRITING OBJECTIVES

An Outline

I. *Demonstrates ability in writing to reveal personal feelings and ideas.*
   A. Through free expression
   B. Through the use of conventional modes of discourse

II. *Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.*
   A. Social
      1. Personal
      2. Organizational
      3. Community
   B. Business/Vocational
   C. Scholastic

III. *Indicates the importance attached to writing skills.*
   A. Recognizes the necessity of writing for a variety of needs (as in I and II)
   B. Writes to fulfill those needs
   C. Gets satisfaction, even enjoyment, from having written something well

A General Description

The set of objectives for cycle 2 represents a restructuring of the cycle 1 objectives. The restructuring will make it possible to do two things not attempted in the first cycle: (1) obtain a view of writing other than, and in addition to, that which is purely functional; (2) demonstrate that many people have an abundance of talent for writing – for verbalizing – even though what is produced may not fit traditional concepts of "writing."

There are two performance objectives (I and II) for the second cycle. While two categories may seem few, they are broad and at the same time inclusive. In a sense *any* number proposed would present an artificial picture, for the consensus among many teachers of writing is that "writing is writing." Breaking down the various writing skills into types and kinds is more often a convenience for those who write about writing than it is a true description or definition of the writing process. In fact, there is a growing belief that "communica-

tion is communication," and that writing should be viewed as only one aspect of the four communications skills -- writing, reading, speaking, and listening. With this in mind then, there are two major objectives -- categories based, in general, on the basic motivation for writing. To oversimplify somewhat: writing described by objective I comes about because the writer has something he wants to say. Writing described by objective II comes about because the writer has been asked to write or because he finds himself in a situation that requires him to write.

Objective III, not a performance area, continues the work of objective IV in the first cycle of the assessment. Since the goal of this objective is the assessment of attitudes, and since multiple-choice and very-short-answer exercises have often been used to assess attitudes, such exercise types will be used in cycle 2.

I. *Demonstrates ability in writing to reveal personal feelings and ideas.*

Two subobjectives may be identified:

A. Through free expression
B. Through the use of conventional modes of discourse

Exercises developed for this objective will assess ability in self-expression. It is assumed that a good many people produce writing that is either not seen by others or that is not viewed as "writing" because it does not take the form of extended, easily labeled, written communication. Subobjective A, free expression, will especially investigate this latter possibility. In general, respondents will be presented with exercises designed to evoke some kind of written response. The *form* of the response will not, however, be of crucial importance. Some respondents may produce simple one- or two-word utterances; others will produce paragraphs, perhaps extended essays or stories, or poetry. In the hope of producing a variety of responses, a variety of exercises will be developed. The essential feature of this subobjective, free expression, is that it will permit respondents to express themselves freely.

Subobjective B, conventional discourse, is in some respects an extension of IA, free expression, but it is expected that responses to exercises in conventional discourse will assume predictable forms. That is, while an exercise in free expression could call forth any kind of verbal expression, an exercise in conventional discourse would call for one kind rather than another. For example, a metaphor may be an adequate response to an exercise in free expression; but an exercise in conventional discourse is likely to require a letter or a

structured prose paragraph. Asked to write anything he likes about happiness, a respondent might write "Happiness is money"; asked to explain what happiness means, he might write several paragraphs of exposition. It is expected that there will be some overlap between the two subobjectives.

II. *Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.*
Three subobjectives may be identified:

A. Social
   1. Personal
   2. Organizational
   3. Community

B. Business/Vocational

C. Scholastic

Writing for objective II communicates information and may conform to a variety of conventions as determined by particular conditions. For this reason, requirements for adequacy will vary almost from exercise to exercise. For example, writing under A1, social/personal, is usually done under relatively informal circumstances; the main criterion for judging adequacy will be the accuracy of the information transmitted and, where appropriate, the tone or the style of communication. Writing for A2 and A3, organizational and community, will usually be done in more formal circumstances and will require a greater degree of correctness because it will be viewed as representative of someone or some organization in addition to the writer himself. For instance, to write a piece that represents only you is one thing; to write a piece that represents your social organization or business, or that is intended to be viewed by a general audience, is another. A flyer brought home from school informing the parents of a PTA meeting would be representative of A2 or A3, while a simple friendly letter or a written invitation to a party would be representative of A1. All business correspondence would be representative of IIB.

Under subojective IIC, scholastic, will come writing that is usually done in connection with some kind of school work; that is, writing done in a prescribed manner for specific purposes, such as the book report or examination essay response. Such writing is judged by conventional textbook standards, and might therefore

be assessed in some degree at least in terms of spelling, punctuation, rhetorical organization, etc.

III. *Indicates the importance attached to writing skills.*
Three subgoals may be identified:

A. Recognizes the necessity of writing for a variety of needs (as in I and II)
B. Writes to fulfill these needs
C. Gets satisfaction, even enjoyment, from having written something well

The important distinction between these writing subobjectives and the preceding objectives is that they focus upon *attitudes* about writing and upon typical writing *behavior* rather than upon the effectiveness or quality of the performance.

The first subobjective, to recognize the value of writing, is concerned with the respondent's awareness of the importance of writing in his own daily life and for society in general. For example, does he recognize that he can record and transmit his feelings and ideas? Does he realize that he must do some writing in order to perform many normal functions. The major difference between this goal and the others under III is that it asks the repsondent to recognize the value of writing even though he may be unwilling, or unable, to produce it. Although this goal is valid for all age groups, there is more stress at the lower ages upon the appreciation of general principles (e.g., recognizing the importance of writing as communication) than upon differentiating various facets of those principles.

The second and third subgoals stress the belief that at all ages the individual should be willing to write in response to impulse or requirement. He should get satisfaction and, it might be hoped, enjoyment, from writing something well. Though the nature and level of difficulty of *what* is written will vary according to age, it is important that all individuals should be able to write on appropriate occasions and should find satisfaction in achieving a level of performance that they and possibly others recognize as meaningful.

A Detailed Description

I. *Demonstrates ability in writing to reveal personal feelings and ideas.*

A. *Through free expression*

Free expression here means any form of written discourse in which the writer chooses to express his personal feelings or ideas. One writer may feel freest, most natural, expressing

For Example: "Up untill a week ago, my mother had seemed as only a disciplitarian. and well, my mother. My boy friend and I had a fight. I said nothing to mother but somehow she guessed. She took me aside and talked and reasoned things out with me, telling me everything would be all right (By the way, it was). I thought I was the only one who had such troubles but my mother did to, as she soon told me. She told me about the boy friend that she had when she was my age. My mother helped me. My mother is wonderful and very understanding. Never again will I take her for granted. This experience made me like and understand her much more."

Adult

Adult writing of a personal nature is as various in form and style as the adults who write. In fact, spontaneous personal writing is rather rare. Americans are not a nation of diary-keepers and journal scribblers. The possible range extends from almost undecipherable notes and reminders to the most polished prose pieces, depending on the age, education, and purpose of the writer. Both of the following are samples of adult personal writing.

For Example:

1. Tom –
   Don't forget to pick up junk from Mr. Whitehead's and take to Com. Center for the flea-market next Mon. And be home in time for supper at 6:30! We're going out tonite.
2. "What one can object to in Phillip Roth's novel is not the style, but the tone – if these qualities are indeed separable as I doubt that they are. His tone is that of the injured innocent. Underneath the wit and truth of his observation about life and people, there lies this quality of the self-righteous judge. One feels, at times, that one is listening to a smug egotist after all."

B. *Through the use of conventional modes of discourse*

Writing that can be classified under this subobjective would normally be unsolicited; it differs from writing classified under subobjective A in that an audience other than the writer is intended. This is likely to be writing of a public rather than a private nature. It may take the form of letters to the editor or to public officials. It may be letters of com-

plaint or simple narration or descriptive prose. In general, such writing will (within the limits of the writer's ability) adhere to standard English forms and conventions. We may hazard the somewhat risky generalization that the more correct the writing, the more likely it is that the communication will succeed in its purpose.

Age 9

The nine-year-old writer might be expected to demonstrate some effect at organizing his ideas or information in written communication. His writing will show minimal familiarity with conventional forms and usage — but an unmistakable desire to communicate. The following is a letter from a boy to his grandmother.

For Example:

> Dear Gammy,
>
> What I really want for my birthday next week is one of them stamp albums you know. I have some speshul issue stamps about the first airmail trips and I got a catalog and now I need this album.
>
> I hop I'm not rude to ask you straight out like this. Because I want you to come to.
>
> Your Grandson,
> Thomas F. Hickson

Age 13

Personal writing in conventional modes of discourse from the thirteen-year-old is likely to show that some effort has been made to make the message conform to principles learned in school. Here, too, however, the quality or success of the communication does not depend entirely on formal correctness. The following response is from a child in a class of thirteen-year-olds who were asked to create a word picture of their house.

For Example: I'll tell you about my house. We have a apartment really and its to small. My two little sisters and me and my brother sleep in two beds. Its up on the forth floor but out the back proch is a old bed and me and brother like to look down at the puddels of rain on the garage roof out there. They shine sometimes and then look black. You wouldn't want to drink it.

Age 17

Writing from the seventeen-year-old that can be classified under this subobjective will show a more directed pur-

pose in communicating to the reader. While the content is personal, the language has been shaped to assist in carrying the message. The following sample serves to illustrate such writing from a relatively sophisticated and skilled seventeen-year-old.

For Example: I have been recently employed in a store. I am working after school for Christmas money. One day we were unusually busy and I was, as usual confused as to where the merchandise was. I guess the custumers were rather cranky after a day of Christmas shopping because they seemed to snap when I made the least hesitation in order to think.

Finally, an elderly man with a stern look about him came in with a long list of merchandise he wished to purchase. It was my misfortune to wait on him. I got the first few things without any difficulty, but soon had to ask some of the other irate clerks for help. At this point I was completely exhausted, and afraid to ask for more help; to put it fluently, I was at the point of tears. As I looked up into the face of the stern stranger, I expected him to walk out any minute. To my surprise he smiled at me and said, "Thats O.K. kid, take your time. I remember when I first went to work." Those few words gave me courage and made me feel a great admiration for a man I didn't even know.

Adult

Adult writing of a personal nature aimed at a particular audience often strives for correctness in the interests of "a good impression." Where no audience is intended, however, there may still be attention to conventional form; as in the case of the adult who occasionally writes out his ideas in order to clarify them. The following communication is used to illustrate IB because of the very personal quality of the voice speaking.

For Example:

Dear Governor .....:

I'm writing to ask you take some action on passing laws to protect children from led paint poisening. My daughter was taken sick several months ago and the doctor said she had poor diet. We bought her good food but she didn't get no better. We went to the clinic with her and the doctor there said she was weak from some stomack sickness and he give us some medicines but they don't help Mary Ann none either. Finally my

wife she and me took her to the Action League office and he got us another doctor who told us Mary Ann had bad led poisening from paint.

I wrote the City Rent Commissioner and my landlord and they inspected my apartment and said there wasn't no led paint, but Mary Ann had some from the window in her room. The Action League helped me to find out.

I cant help much because I work two jobs and I have my wife and her mother and four children, but I would offer all my free time to help pass laws about this led poisening.

Yours truly,
Nathaniel T. Burgess

II. *Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.*

A. *Social*

1. *Personal*

Writing classified as social in nature and personal in form is best exemplified by the friendly letter. But the friendly letter serves many purposes: simple newsy communications, invitations of all sorts, commencements, weddings, announcements, etc. Also included in this classification are letters to inform, letters of argument or proposal to a government official or newspaper editor, and letters requesting action or information. To some extent objective IIA1 overlaps with objective IB; yet, writing classified here under IIA1 can be described as "social in nature" when the writer's voice is that of the social human being: although the communication may be personal in content, his role, so to speak, is public rather than private as would be the case with writing classified under IB.

Age 9

Little writing of a social/personal nature is done by the nine-year-old. But by age nine, children have usually been taught simple forms of letter writing in school. And the folk custom of writing letters to Santa Claus has not entirely passed out of modern culture. The

following is a thank-you note to a guest teacher who presented a program on Japan to a fourth grade class.

For Example:

Dear Mr. Jones,

Thank you for coming to our class. Thank you for telling us about Japan. I liked the chopp sticks. I ate my lunch with them and ate a peece of selary with them. The pictures were butiful and the kimono on the child was pretty.

Love,
Charlotte

Age 13

Social writing of a personal nature from the thirteen-year-old can be illustrated by the following examples taken from a school bulletin board.

For Example:

1. I have a good pair of hockey skates for sale, size 9½. They are in excellent condition and have a special magic built into them, for last year I made fourteen goals for my team. I'm going to let them go cheap; my feet have grown and I need a new pair fast! See Tom Hanovsky, Homeroom 10, for price and details.
2. Help! The eighth grade is trying to form a Conversation Club in order to make our school life more healthy. We need people to help us write down problems about school buildings and grounds so we can make them more beautiful and nice to live and work in. If you have any ideas, see Cynthia Nestor in Homeroom 6.

Age 17

Social writing of a personal nature from the seventeen-year-old will range anywhere from the thank-you note to the letter of protest to the fan letter. The more highly developed the writing skill and the more specific the purpose of the communication, the higher will be the degree of correctness and form that the communication takes.

For Example:

Dear Rod McKuen,

I know you have probably read these words many times before and possibly even find them trite; however, I cannot resist telling you how fabulous your poetry is.

I have purchased all three of your books and I am hoping that you will soon put out a fourth.

I also wish to commend you on the songs you have written. I believe that you make lyrics live.

Thank you for making poetry enjoyable to so many people. You are truely a talented man.

Sincerely,
Elizabeth Vale

Adult

Samples of adult writing that classify as social/personal will almost always be in conventional form: the invitation, the friendly note on the annual Christmas card, the written excuse or note of permission to the child's teacher at school, the friendly letter.

For Example:

Dear Mrs. Nelson,

Please excuse Jane's absence from school the past three days because she had a virus infection and was under a doctor's care. 5/1 - 5/2 - 5/3.

Sincerely,
Mrs. Sarah Norton

2. *Organizational*

Examples of writing that can be classified as social/organizational are communications from corresponding secretaries of such groups as the PTA, ladies' church groups, garden clubs, etc. These communications will generally be in conventional form and their single purpose, for the most part, will be to inform the memberships of dates of meetings, purpose of meetings, etc. Since social/organizational writing is done by few nine- or thirteen-year-olds, the examples which follow are illustrations of this subobjective written by seventeen-year-olds and adults.

For Example:

1. *Age 17*

Dear Joel,

The Youth Fellowship of Nativity Church will hold a special meeting Sunday night, March 18, at 7 pm in the Carter Room of the Church Educational Center. Our guest is Mr. Sidney Eggert, a member of the Black Panther party from Oakland, California. Mr. Eggert knows Eldridge Cleaver and he has promised to inform us about the Panthers from an insiders viewpoint. A question and answer period will follow his talk. Please put this date on your calendar and plan to be there.

Cordially,
Peggy Case, C.S.

2. *Adult*

Dear Member:

The Sisterhood of Congregation Ahavis Achim has set February 3, 1968, as the date for the welcoming dinner for Rabbi Aaron Epstein who will be visiting us during that week. Rabbi Epstein will speak to the Sisterhood about life on the Kibbutz, a subject on which he is an authority. We ask that you be prepared to make a contribution to the fund that Rabbi Epstein is raising to help in the construction of schools and clinics on the Kibbutzim.

The dinner will be held in Room F in the new wing of the Temple at 7 pm. Please return the enclosed postcard to assure a reservation.

Cordially yours,
Miriam Llelyveld, C.S.

3. *Community*

Writing that can be classified as social/community has much in common with writing that can be classified as social/organizational except that the intended audience is usually a larger one with a more diverse background. What the audience has in common depends more on political, geographical, and economic factors than on organizational membership. For

this reason, writing classified under IIA3 might best be illustrated by such documents as petitions to local governing agencies, appeals to the public at large by charitable institutions, announcements to the community by public officials, open letters to the public, etc. Little such writing is done by nine or thirteen-year-olds. What follows are samples from a seventeen-year-old and an adult that classify under this subobjective.

For Example:

1. *Age 17*

To the Citizens of Lawrence Township

I am writing on behalf of the Association of United Youth Groups of Lawrence Township to urge you to support the Vote for Eighteen Year-olds which will be on the ballot in the elections next week. If you vote "Yes" to lower the voting age to eighteen, you are casting a vote of confidence in the youth of this township and state who by and large are responsible, conscientious and informed. Vote YES next Tuesday on Issue 4!

Sincerely yours,
Sally Madsen, Secretary
AUYGLT

2. *Adult*

An Open Letter to the Citizens of Winchester

The Organization of Concerned Parents urges the citizens of Winchester to attend the meeting of the school board next Tuesday at John Dewey High School where Board Members will attempt to brainwash the citizens of this town into helping them subvert our children by teaching sex education in the schools! Attend the meeting and make your voice heard against this plot by our so-called elected officials to make our children tools of unhealthy minded people who wish to tear down every decent institution in America from the family to the church. The time is now!

Darleen MacGinnis, President
Organization of Concerned Parents

IIB. *Business/Vocational*

Writing that can be classified under business/vocational is easily recognizable for several reasons: of all writing it generally adheres most closely to conventional forms, it is directed to a specified audience, and its purpose is to facilitate the business and professional concerns of the writer who, it must be remembered, is usually writing on behalf of his organization rather than for himself personally. This writing can be expected to be impersonal in tone, and public or private in nature depending on circumstances. It must also be remembered that while business/vocational writing is characterized by a high degree of correctness and conventional form, it is also subject to the blight of officialese, turgid syntax, and euphemism. Standard examples of this writing are the business letter, the employment application form, the inter-office memorandum, technical and professional writing of all sorts, and the accident report. The examples that follow are written by a seventeen-year-old and an adult. Nine- and thirteen-year-olds are not usually called upon for writing of this sort.

For Example:

1. *Age 17*

Junior Achievement of Medina County
3266 Main Street
Larkin, Idaho 97623

November 11, 1969

Mr. Carter Sanders, President
National Association of Market Analysts
4246 Deerborn Street
Chicago, Illinois 65971

Dear Mr. Sanders:

The Junior Achievement of Larkin, Idaho, is a legally constituted corporation of teenagers engaged in the manufacture and sale of aluminum serving trays and candle holders.

As vice-president of Junior Achievement in charge of marketing and sales, I am responsible for the guidance of our sales force. Our market area is the town of Larkin, population 13,000, and also two adjacent counties having a combined population of 4,250 people.

I am writing to ask for information about means and methods of studying our market area so that I can most effectively make use of my sales force of fifteen boys and girls. Are there specific procedures

I can use that will allow me to gauge accurately the strength of our market so that I can predict a hypothetical sales volume? Are there sampling procedures that will help me substantiate my sales projections?

I would appreciate any and all information that you could send me about analyzing markets so that our Junior Achievement project for this year will be the best ever.

Most cordially yours,

Lynn A. Townsend
Vice-president, Marketing and Sales
Junior Achievement

2. *Adult*

Memo-Gram

From: Thomas F. Pepper, District Manager
Date: 10/26/69

To: John Vasanovich, Distribution and Shipping
Home Office, Gary, Indiana

Ref: Order #348740; Date: Sept. 3, 1969

Promised delivery of the above order of Ekono-Kitchen-Classic Ware is four weeks over due. My salesman that services this retail outlet has advised me that his customer, Evergreen Appliance Center, is very impatient and angry about the delay receiving this shipment. His advertising was placed with local media and timed for an announced sale. He estimates that half of his customers who answered to his ads have had to wait too long and many have cancelled their orders. Please advise as to the date of delivery via telephone to me and to the manager of the Evergreen Appliance Center, Mr. Martin Greene; phone, 605-878-1415.

Signed: Tom Pepper

IIC. *Scholastic*

Scholastic writing is writing done for the teacher or the professor. The range of writing that can be classified under this objective extends from the creative lyric or limerick of the elementary school child, through the standard report, to

the serious and scholarly research paper of the university graduate student. All such writing shares a common goal: it is intended for the critical eye of the educator. Hence, the writer has two very specific concerns: he wants a content worthy of the reader's critical acceptance and the highest possible degree of conventional or required form (which is sometimes spelled out in detail by the teacher). Conventional or required form here means correct spelling and usage, correct punctuation and capitalization, adherence to specified manuscript or page style and format, correct grammar and standard syntax, observance of the principles of unity, coherence, and emphasis. The authorities by which conventional or required form is judged are first, the individual teacher or professor who sets his own standards; second, the dictionary; third, grammar and composition texts; fourth, such publications as *A Manual of Style* and *The MLA Style Sheet*. There *is no absolute standard of correctness* in any of these matters; the sizable disagreement among professionals about correct usage and correct grammar indicates that what is referred to as "standard English" or "conventional form" is meant as a guideline rather than as objective, revealed truth. The following are samples of scholastic writing from nine-, thirteen-, and seventeen-year-olds.

For Example:

Age 9

The following represent the responses from a group of fourth graders who were asked to describe the color of rain.

1. the rain si gray that what I think
2. What is the color of rain? the color of rain is white and the color my car is white and the color of the book is green and the color of the house is red and the color of my pencil is red and the color of the grass is green and the color of the flower is yellow and my book is brown and the color of the flg red and white and Blue.

Age 13

The following represent the responses of a group of eighth graders who were shown a black and white picture of a ghetto alley with rubbish strewn about, decaying stairs and porches, wash strung on a line, etc.

1. A Gloomy Place

This picture makes me feel on Sunday night. I'm tired and have to wake up early the next day go to school for five days and hand in reports and papers and read and all the

other thing that bore me to death. It makes me feel this way because of the gloomy black, white and gray coloring. The crushed and overturned garbage cans and the dark shadows all over. This feeling makes you feel just all around bad and so does a Sunday night.

2. How this picture makes me feel

This picture makes me feel lonesome, dejected and crushed inside. Like a wilted flower, Christmas without snow, Easter without new clothes, Aunt Jemima's waffles without her syrup. It makes me feel like I can't go anyplace, or do anything to try to get ahead. I'm glad I don't live in that slum.

Age 17

The following represent the responses of a group of high school juniors who were asked, "If you could make an event in history happen again or prevent it from happening, which one would you choose? Describe the event and explain why you do or do not want it to happen."

1. If I could make an event in history happen again it would be the Apollo 12 moon-mission. I choose this because during these few brief hours most of the people on the earth were truly united and hoping for a successful landing and in general there was a sense of peace and serenity. The mission showed that man was finally adjusting himself to the new age, the aerospace age, that is already affecting all the people of the world.

2. I wouldn't want the event of slavery to happen all over again. One reason is that I don't feel it was fair to take a certain group of people and make slaves of them. All people are suppose to be created equal. Also another reason is because I am a Negro and I would be involved with this thing. And I don't *hardly* want to be a slave, because I am just as equal as anyone else. And I should be treated that way. Slaves weren't even considered as being human beings. That wasn't fair at all. Just because there is a different color of skins, it doesn't mean the people are different. This is why I don't want slavery to happen all over again.

III. *Indicates the importance attached to writing skills.*

This objective is designed to get at attitudes about writing. There is no intention here of judging writing ability; exercises designed to measure attitudes will not require the assessee to do any writing. Consequently, a multiple-choice or short answer

or fill-in style of stimulus material will be used to assess the respondent's awareness of writing as an indispensable means of communication. Three subobjectives are identified.

A. *Recognizes the necessity of writing for a variety of needs (as in I and II)*

All ages: When given a task to perform, such as gathering information for a report, people should be able to recognize the necessity of writing down information as an important step in the process. It is equally desirable that people recognize the beneficial results to be gained from putting agreements, such as contracts, in writing. In addition, people should recognize that written records of events and meetings furnish important sources for validating information about decisions and courses of subsequent action. Exercises will be developed which will measure the degree to which people are aware of these needs for written documents.

B. *Writes to fulfill those needs*

All ages: Exercises will be designed to elicit information about the decisions people have made to write something rather than to telephone or visit others in an effort to communicate. The reasons why people write letters and messages, rather than communicate orally, will also be determined. A measure of the quantity of writing people do as compared with the quantity of oral communication, in varying situations and contexts, will be determined.

C. *Gets satisfaction, even enjoyment, from having written something well*

All ages: Exercises will be developed which ask the respondent to make judgments about the quality of various writing samples as suitable for certain situations or not suitable. Other exercises will ask for judgments about samples of writing on the basis of aesthetic qualities, style, and modes of language. Questions about the pleasure or displeasure a respondent gets from his own writing and rewriting will elicit a measure of "satisfaction" and "enjoyment."

Appendix A
MAIL REVIEW OF 1965 WRITING OBJECTIVES*

June 1969

Educators and Subject-Matter Specialists

Dr. Howard Blake, Professor of English Education, Temple University, Philadelphia, Pennsylvania

Robert P. Curry, Associate Superintendent, Cincinnati Public Schools, Cincinnati, Ohio

Dr. Bernice Freeman, Instructional Supervisor, Troup County Board of Education, La Grange, Georgia

Dr. Kellogg Hunt, Professor of English, Florida State University, Tallahassee, Florida

Dr. Henry Sams, Professor of English, Pennsylvania State University, University Park, Pennsylvania

Mrs. Genevieve Shawl, Teacher and Writing Specialist, Clayton High School, Clayton, Missouri

Dr. John C. Sherwood, Department of English, University of Oregon, Eugene, Oregon

Lay People

Mrs. Irving Applebaum, Decatur Board of Education, Decatur, Illinois

Mr. Lloyd Barnard, State School Board Association, Saco, Montana

Edwin D. Bihr, State School Board Association, Columbia, Missouri

Mrs. Opal Carllson, County Board of Education, Tulsa, Oklahoma

Kevin Conroy, Textbook salesman, Wheaton, Illinois

Mrs. H. K. Cummings, Member, State House of Representatives, Newport, Maine

Mrs. Clarence J. Enzler, Catholic Educational Organization, Bethesda, Maryland

Mrs. Herbert H. Ferguson, American Association of University Women, Idaho Falls, Idaho

Luther Ford, Board of Education, Minneapolis, Minnesota

Bernice S. Frieder, National Association of State Boards of Education, Denver, Colorado

Marvin Hurley, Chamber of Commerce, Houston, Texas

Hilda L. Jaffe, Board of Education, Verona, New Jersey

*Members' affiliations at the time they participated in objective redevelopment are given.

Reverend C. Albert Koob, National Catholic Educational Association, Washington, D.C.
Mrs. Verne Littlefield, Arizona Parent Teachers Association, Phoenix, Arizona
Vernard Lundin, President, Minnesota State Board of Education, Mankato, Minnesota
C. Edmund Maag, Delaware Parent Teachers Association, Wilmington, Delaware
Mrs. John Mallory, National Congress of Parents and Teachers, Endicott, New York
Mel Mendelssohn, Assistant to the President, New York City Community College, Brooklyn, New York
Mrs. John Reid, Commissioner, Education Commission of the States, Little Rock, Arkansas
W. L. Robinson, National School Boards Association, College Park, Georgia
Joseph Russell, Attorney, Cape Girardeau, Missouri
Mrs. Edward F. Ryan, National Congress of Parents and Teachers, Manchester, Massachusetts
Rowan C. Stutz, National Citizens Committee for Support of Public Schools, Salt Lake City, Utah
Mrs. H. J. Watson, National Association for the Advancement of Colored People, Sioux Falls, South Dakota
Florence S. Young, Shenandoah County School Board, Edinburg, Virginia

Appendix B
WRITING OBJECTIVES REVISION PANEL

July 28-30, 1969

Educational Testing Service

Princeton, New Jersey

Participants

David A. Anderson, Deputy Executive Director, Urban League of Rochester, Inc., Rochester, New York

Vivian F. Bourgeois, Supervisor of Educational Testing, New Orleans Public Schools, New Orleans, Louisiana

Charlotte K. Brooks, Supervising Director, Department of English, Public Schools of the District of Columbia, Washington, D.C.

Robert Buttel, Chairman, English Department, Temple University, Philadelphia, Pennsylvania

Robert P. Curry, Associate Superintendent, Cincinnati Public Schools, Cincinnati, Ohio

William M. Dwyer, Director, Communications Workshop, Lawrenceville, New Jersey

W. Maxey Jarmen, Chairman of the Finance Committee, GENESCO, Nashville, Tennessee

Albert L. Lavin, English Supervisor, Tamalpias Union High School District, Ross, California

Fredelle Maynard, Writer and lecturer, University of New Hampshire, Durham, New Hampshire

Omar K. Moore, Professor of Social Psychology, University of Pittsburgh, Pittsburgh, Pennsylvania

The Reverend William O'Malley, S.J., English teacher, McQuade Jesuit High School, Rochester, New York

ETS Staff

J. Evans Alloway
Scarvia Anderson
Neale Austin
Arleen Barron
Paul Diederich
Thomas Donlon
Fred Fodshalk
Robert Jones
Thelma Metcalf
Robert Solomon

NAEP Staff

Frank Womer
Edward Roeber

Appendix C
LAY REVIEW CONFERENCE, REVISED CITIZENSHIP, SCIENCE, AND WRITING OBJECTIVES

September 17-19, 1969

Statler-Hilton Inn

Ann Arbor, Michigan

Participants

Mr. Eugene Aleinikoff, Attorney, New York, New York

Mrs. Ruth Batson, Director, Consultation and Education, Boston University Community Mental Health, Boston, Massachusetts

Representative Eugenia S. Chapman, State Legislator, Illinois House of Representatives, Arlington Heights, Illinois

Mr. Willie Davis, Student, Washtenaw Community College, Ann Arbor, Michigan

Mrs. Jean Dye, Cleveland Heights Board of Education, Cleveland Heights, Ohio

Judge Richard C. Eldred, former President, California School Board Association, Pacific Grove, California

Mrs. Herbert H. Ferguson, President, Idaho Division of American Association of University Women, Idaho Falls, Idaho

Mr. Patrick Finley, Director of Court Services, Wyandotte County Juvenile Court, Kansas City, Kansas

Mrs. Carter Goodpasture, National School Board Association, Wichita, Kansas

Mr. Ed Grafton, Architect, Miami, Florida

Mrs. Verne Littlefield, past President, Arizona PTA, Phoenix, Arizona

Reverend Robert C. Loveless, State Board of Education, Honolulu, Hawaii

Mrs. Suzanne Miller, School Board Member, Whittier, California

Dr. J. C. Moffitt, Vice-President, Utah PTA, Provo, Utah

Mr. John Noyes, Catholic Education Association, Glen Ridge, New Jersey

Mrs. James Orme, School Board Member, Salt Lake City, Utah

Mr. Paul Parks, Administrator, Model Cities Administration, Boston, Massachusetts

Mrs. Fred Radke, Washington State Board of Education, National School Board Association, Port Angeles, Washington
Miss Pauline Redmond, Student, Detroit, Michigan
Mrs. Olga Riley, Job-Training Programs, U.S. Department of Labor, New York, New York
Mr. Randy Rountree, Student, San Angelo, Texas
Mr. Royal Roussel, Houston Chamber of Commerce, Houston, Texas
Mr. Joseph Russell, Attorney, Cape Girardeau, Missouri
Mr. Robert Lee Scarborough, School Board Member, Eastover, South Carolina
Mr. Jerome Shostak, Education Specialist, Western Electric Fund, New York, New York
Mr. Walter L. Urie, Consulting Engineer, School Board Member, Hardwick, Vermont
Mr. Marvin Wall, Voter Registration Project, Atlanta, Georgia
Miss Terry Wallace, Student, Clovis, New Mexico
Mr. Minoru Yasui, Executive Director, Commission on Community Relations, Denver, Colorado
Mrs. Florence S. Young, Shenandoah County School Board, Edinburg, Virginia
Miss Cynthia Zujkowski, Student, Clarks Summit, Pennsylvania

Contractor Representatives

Citizenship – Dr. Vincent Campbell, American Institutes for Research
Science – Dr. Burton Voss, University of Michigan
Dr. Marjorie Barnes
Writing – Evans Alloway, Educational Testing Service
Robert Jones, Educational Testing Service

Staff

Frank B. Womer, Director
Carmen J. Finley, Associate Director
Peggy Bagby
John Bowes
Dale Foreman
Chuck McCormac
Scott Newcomb
Eleanor Norris
Ed Roeber

Appendix D
MAIL REVIEW OF REVISED WRITING OBJECTIVES

February 1970

Participants

David A. Anderson, Deputy Executive Director, Urban League of Rochester, Inc., Rochester, New York

Vivian F. Bourgeois, Supervisor of Educational Testing, New Orleans Public Schools, New Orleans, Louisiana

Willie Davis, Student, Washtenaw Community College, Ann Arbor, Michigan

Patrick Finley, Director of Court Services, Wyandotte County Juvenile Court, Kansas City, Kansas

Fredelle Maynard, Writer and Lecturer, University of New Hampshire Durham, New Hampshire

Mrs. Fred Radke, Washington State Board of Education, National School Board Association, Port Angeles, Washington

Olga Riley, Job-Training Programs, U.S. Department of Labor, New York, New York

Appendix E
SUPPLEMENTARY REVIEW OF REVISED WRITING OBJECTIVES

October 1970

Participants

Vivian F. Bourgeois, Supervisor of Educational Testing, New Orleans Public Schools, New Orleans, Louisiana

Robert P. Curry, Associate Superintendent, Cincinnati Public Schools, Cincinnati, Ohio

W. Maxey Jarman, Chairman of the Finance Committee, GENESCO, Nashville, Tennessee

Fredelle Maynard, Writer and Lecturer, University of New Hampshire, Durham, New Hampshire

Omar K. Moore, Professor of Social Psychology, University of Pittsburgh, Pittsburgh, Pennsylvania